



## **BarOn Emotional Quotient Inventory**

*By Reuven Bar-On, Ph.D.*

### **Resource Report**

**Name:**

ID:

Admin. Date:

**Sample Report**

20712

January 10, 2003



**MHS**

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## Introduction

EQ-i is intended to help people better understand their emotional and social functioning. After completion of EQ-i, a Resource Report like this one can be produced, allowing individuals to explore their skills across many different areas. Ideally, a counselor goes through the report with the person who has taken EQ-i, in an effort to maximize the benefits of the information provided.

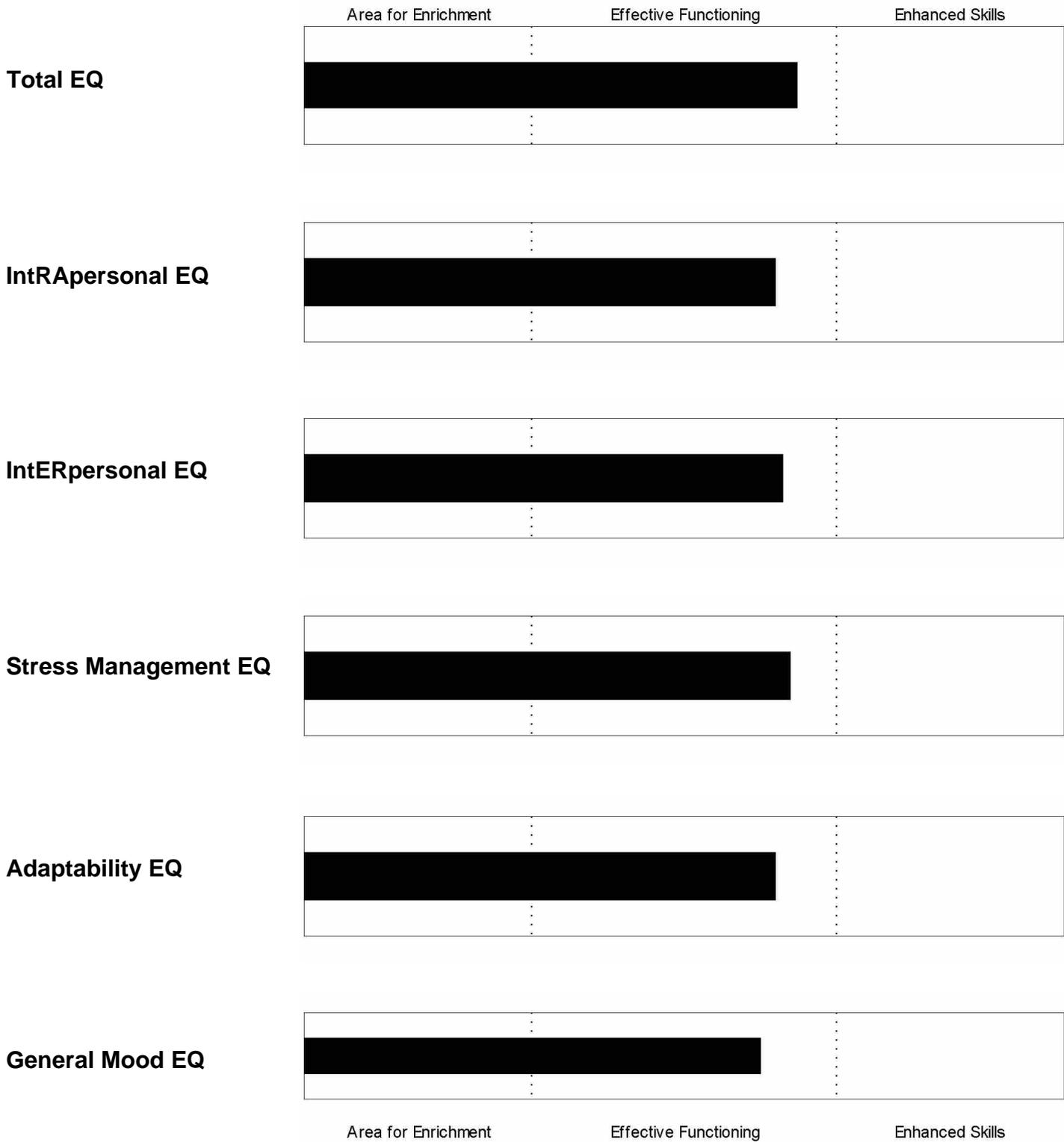
This Resource Report contains several sections. The report begins with graphical displays of the results for Total EQ, the 5 composite scales, and the 15 subscales. Total EQ describes the broadest area of skills looking at overall emotional and social functioning. The composite scales break Total EQ into the 5 domains of Intrapersonal, Interpersonal, Stress Management, Adaptability, and General Mood. The 15 subscales then provide very focused information about specific skills within each of those domains. The report provides several pages of text that describe the results. This text provides general information that may serve as the foundation or starting point for discussion.

The Resource Report also supports the initiation of positive change by offering simple development strategies. These strategies are useful tips to improve targeted skill areas. Discussions with a counselor of the strategies listed in the report and the scale results will help determine the best course of action. Sometimes, after thought and discussion, strategies other than those listed (or supplementing those listed) will end up being used. The tips provided in the report are action-oriented and often provide a quick effective means of initiating improvements that can be embellished by adding other approaches, or by developing a more elaborate program.

There can be some surprises and occasional anxiety associated with EQ-i feedback, but most people experience the process as highly rewarding and enlightening. With thought, areas of higher skill may be used in more situations or more frequently to make the most of them. The identification of lower skill areas should be taken as an opportunity for enrichment. In short, this report summarizes all of the information from the administration, and presents it in a manner intended to maximize the benefits derived from EQ-i.

# Composite Scales

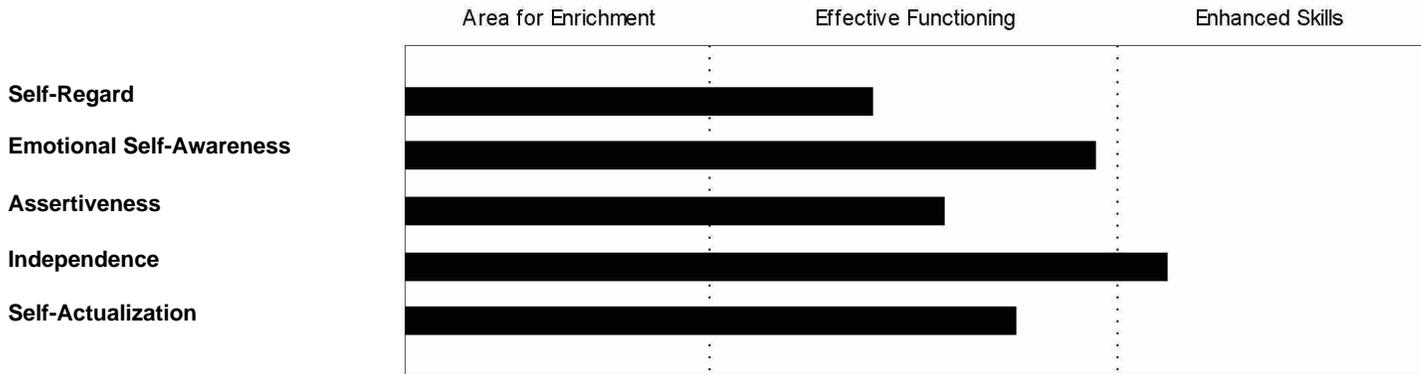
This page shows Total EQ, and the results for the five composite scales.



# Content Subscales

The following graphs show the 15 EQ-i subscales grouped according to composite area.

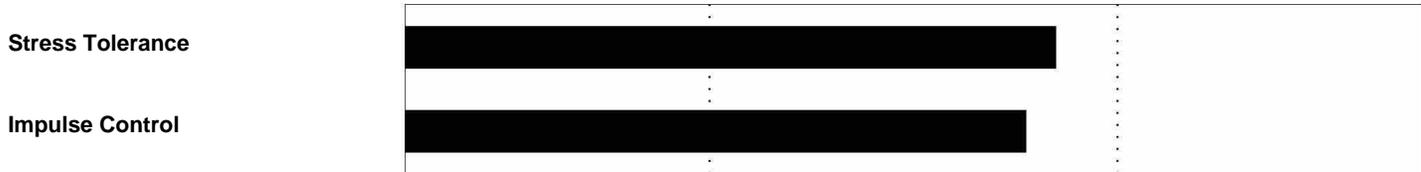
## IntRApersonal



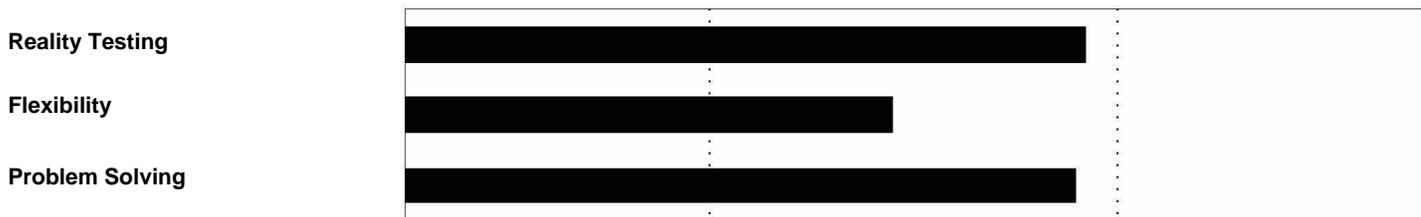
## IntERpersonal



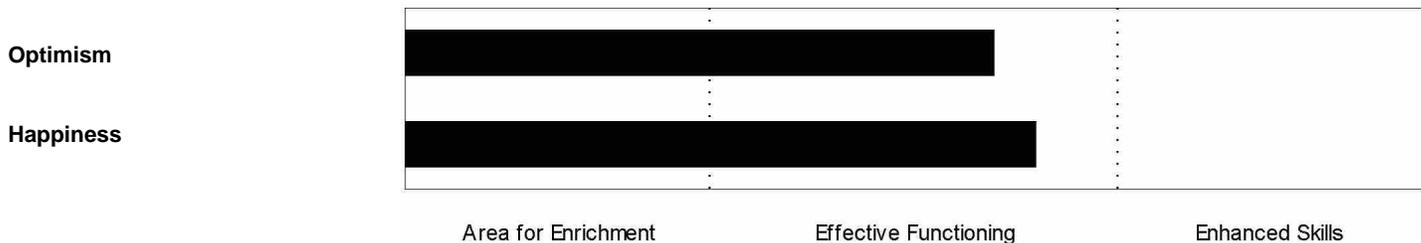
## Stress Management



## Adaptability



## General Mood



## Cautionary Remarks

This computerized report is meant to act as an interpretive aid and should not be used as the sole basis for placement, intervention, or other kinds of decision making. This report works best when combined with other sources of relevant information. The report is based on an algorithm that produces the interpretations most common for the scores that are obtained. Unusual interpretations must be explored with other instruments and on a case-by-case basis.

## Interpretation Guide for EQ-i Composite and Content Subscale Scores

The following sections describe the meaning of scores for the Total EQ-i scale and each of the EQ-i content scales. In general, high results identify areas of relative strength. Results in the midrange on these scales indicate satisfactory functioning and are obtained by the majority of those in the population who have taken EQ-i. Low results indicate areas that need to be improved in order to increase overall emotional and social intelligence. If all the results are high or all results are low, it is useful to identify the scales with the highest and lowest results; this will help pinpoint areas of relative strength or weakness.

### Total EQ

The Total EQ for Sample indicates an individual who overall feels good about himself and who is leading a successful life. Being at the upper end of the scale for Total EQ Scale also indicates that Sample is generally optimistic about dealing with problems and has a positive outlook. He can successfully control his emotions most of the time and is typically not impulsive. Overall, this individual's Emotional Intelligence will help optimize his achievements and success. A more detailed description of EQ-i components is given in the next section.

### Intrapersonal

This component of the Total EQ-i score pertains to the assessment of the inner self. The subcomponents of the Intrapersonal EQ scale include Self-Regard, Emotional Self-Awareness, Assertiveness, Independence, and Self-Actualization. The responses to items on the Total Intrapersonal composite scale are indicative of an individual who has good self-understanding and who is achieving well up to this point in his life. It is likely that Sample is independent, strong-minded, and able to express and convey attitudes and ideas with confidence.

### Self-Regard

There is a reasonably satisfactory degree of self-regard and self-respect, but there may be times when Sample is somewhat hard on himself or self-critical. There also may be times or situations where he is lacking self-confidence. At those times, there may be some apprehension about saying something inappropriate or making a mistake.

### Emotional Self-Awareness

The responses suggest highly effective emotional self-awareness and indicate an individual who knows how his feelings and emotions impact on his own opinions, attitudes, and judgments. He is able to facilitate interactions by appropriately monitoring his own emotions during exchanges with others.

### Assertiveness

The responses indicate a reasonably good ability to express thoughts, feelings, and emotions. This individual will participate in conversations/discussions and render opinions openly and in a constructive manner. He should be capable of getting across his viewpoint to others.

### Independence

The responses indicate an individual who is independent in his thinking and who also has a strong preference to act independently. This type of person may ask others for advice, but rarely depends upon others to make important decisions on his behalf. This individual prefers to be in charge rather than being under the supervision of someone else.

### Self-Actualization

For the most part, Sample is achieving what he wants to achieve. He is probably deriving a great deal of enjoyment from what he does, and is involved in pursuits that are meaningful, interesting, and exciting for him. As a result, Sample is likely highly motivated and successful. He will strive to optimize performance.

## **Interpersonal**

This component of the Total EQ-i scale taps interpersonal capacity and functioning. The subcomponents of the Interpersonal scale include Empathy, Social Responsibility, and Interpersonal Relationship. Overall, the Interpersonal scale results indicate social adeptness, the ability to understand others, and to interact and relate well with people. Sample is typically responsible and dependable, and he most likely functions well in tasks involving making contact with others and cooperation.

### **Empathy**

The responses indicate an individual with a good awareness, understanding, and appreciation of the feelings of others. Sample probably will go out of his way to be helpful, and will try to avoid doing things that will distress others. This will be of benefit during interactions with others and during cooperative efforts. In a group dynamic, Sample will readily relate to others.

### **Social Responsibility**

The results in this area suggest an individual who is cooperative and constructive. Sample is probably quite responsible and dependable. He will be helpful when interacting with others and will try to actively contribute to the "community at large" (society, the corporation, team, etc.).

### **Interpersonal Relationship**

The responses portray an individual who has above average interpersonal skills. This is the scale that ties most directly to the ability to interact with others. Sample is able to form agreeable relationships and alliances. This ability supports effective communication and the mutually beneficial exchanges of ideas, feelings, and information.

## **Stress Management**

The Stress Management component of EQ-i consists of the Stress Tolerance and Impulse Control Subscales. Both components of this composite scale are above average indicating a calm disposition, lack of impulsivity, and the ability to withstand stress.

### **Stress Tolerance**

The results of the Stress Tolerance scale indicate an enhanced ability to withstand adverse events and stressful situations. Sample is generally able to cope with stress actively and effectively. He is generally calm and rarely gets overly anxious or agitated even when under pressure.

### **Impulse Control**

The results indicate very effective impulse control ability that suggests an individual who is able to resist or delay impulses, drives, and temptations to act. He is rarely impatient, rarely overreacts, or loses control. Proper thought is given to decisions and actions helping to avoid careless or costly mistakes.

## **Adaptability**

This part of EQ-i is composed of the Reality Testing, Flexibility, and Problem Solving Scales and examines how successful one is in coping with environmental demands based on one's ability to effectively size up and deal with problematic situations. The Adaptability component is substantially higher than average. Sample is probably very flexible and able to adjust to changing circumstances and situations. The responses to the Adaptability component of EQ-i suggest he is practical, understands problematic situations, and can usually come up with effective solutions. Not only are these valuable personal attributes for home and family life, but those with good adaptability thrive in work settings that require someone who is "down-to-earth," clear thinking, and adapts easily to changing demands.

### **Reality Testing**

The results indicate an individual who has an enhanced ability to evaluate and grasp the correspondence between what he experiences (the "subjective") and the facts/reality (the "objective"). This type of person is often described as realistic, well grounded, and "tuned in" to what's going on around him/her.

### **Flexibility**

The results indicate a fairly typical ability to adjust emotions, thoughts, and behavior in dynamic environments and changing conditions. Like most people, significant changes may be perceived as difficult, but most adjustments are handled adequately.

**Problem Solving**

The responses to the Problem Solving scale reflect an effective approach to resolving problems. Sample probably has a very deliberating style, and is good at defining problems as well as generating and implementing potentially effective solutions. The responses indicate a very methodical individual who is capable of cost-benefit analysis and consideration of long-term implications.

**General Mood**

The subcomponents of this composite scale consist of the Optimism and Happiness subscales. These components of EQ-i measure one's general feeling of contentment and overall outlook on life. High scores on these components indicate a positive outlook that can help bolster oneself and those around. Both components of the General Mood scale are about average or higher, and descriptions of these components are given below.

**Optimism**

The results indicate an effective use of optimism to help maintain a positive attitude. This characteristic is usually beneficial in handling difficult or stressful situations.

**Happiness**

The responses to this scale indicate a person who feels generally satisfied with life. Sample probably has a happy and pleasant disposition that will help maintain, or perhaps even promote, positive feelings in those around him. A positive atmosphere can help lift spirits and improve overall functioning/performance.

**Profile Summary**

Overall, EQ-i results indicate well-developed Emotional Intelligence. However, there are fairly large differences in the scores for the 15 content scales indicating areas of relative strength and areas of improvement.

The highest subscales are Independence, Social Responsibility, Emotional Self-Awareness.

## Simple Strategies For Development

### Strategies for improving the areas that yielded the lowest EQ-i scores

#### Self-Regard

- 🕒 Build confidence by recognizing successful efforts and independent achievements
- 🕒 Make sure achievements are properly celebrated and rewarded
- 🕒 Train to improve skills and increase self-regard by increasing capabilities
- 🕒 Set goals that are challenging yet readily obtainable
- 🕒 Pinpoint areas of relative strength and try to capitalize fully on these areas

#### Flexibility

- 🕒 Emphasize activities/tasks that require reliability and consistency
- 🕒 Ensure there is sufficient preparation time to help mitigate the impact of significant change
- 🕒 Brainstorm, preferably in a group context, to harvest ideas for handling dynamic, changing demands
- 🕒 Be sure adequate training is received to prepare for new activities and roles; Use change as an opportunity to learn and develop
- 🕒 Consider how past experiences and skills are applicable to new challenges

#### Assertiveness

- 🕒 If the problem with being assertive is due to a personality style, assertiveness training may be needed
- 🕒 Reduce barriers to "up-front" communication by making circumstances less threatening
- 🕒 Some people have trouble being assertive in face-to-face discourse; written or electronic communication methods may be viable alternatives
- 🕒 Increase confidence (key to assertiveness) by recognizing and rewarding well-presented thoughts and ideas

## Closing Remark

This narrative report is meant as an aid to help understand the results of the BarOn EQ-i. Combined with other information, EQ-i can help identify areas of strength as well as areas that could be improved. This report describes the emotional and social functioning of the respondent in accordance with the responses provided.

## Counselor's Section

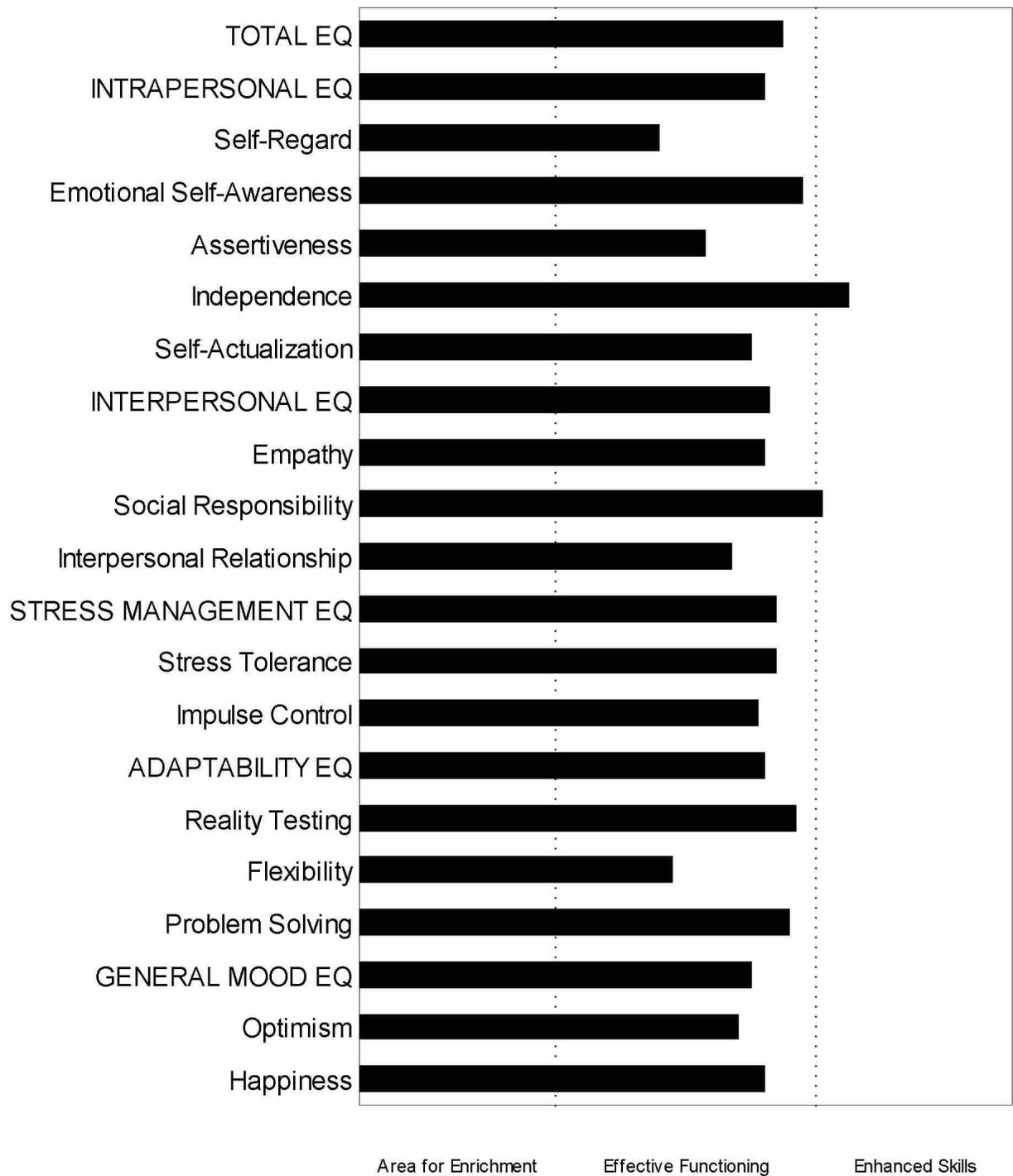
This section provides a complete scoring summary including sections on assessment validity, raw scores, and item responses.

**Name:** Sample Report  
**Age:** 29  
**Gender:** Male  
**Administration Date:** January 10, 2003  
**Norm Type:** Male under 30

Score Summary	Adjusted Score	Unadjusted Score	Guideline
Inconsistency Index		6	OK
Positive Impression		116	OK
Negative Impression		87	OK
<b>TOTAL EQ:</b>	<b>115</b>	<b>119</b>	<b>High</b>
<b>INTRAPERSONAL:</b>	<b>112</b>	<b>115</b>	<b>High</b>
Self-Regard	96	101	Average
Emotional Self-Awareness	118	121	High
Assertiveness	103	103	Average
Independence	125	125	Very High
Self-Actualization	110	114	High
<b>INTERPERSONAL:</b>	<b>113</b>	<b>117</b>	<b>High</b>
Empathy	112	112	High
Social Responsibility	121	125	Very High
Interpersonal Relationship	107	111	Average
<b>STRESS MANAGEMENT:</b>	<b>114</b>	<b>120</b>	<b>High</b>
Stress Tolerance	114	118	High
Impulse Control	111	116	High
<b>ADAPTABILITY:</b>	<b>112</b>	<b>116</b>	<b>High</b>
Reality Testing	117	121	High
Flexibility	98	101	Average
Problem Solving	116	119	High
<b>GENERAL MOOD:</b>	<b>110</b>	<b>116</b>	<b>High</b>
Optimism	108	113	Average
Happiness	112	116	High

## Graph of Total EQ, Composite Scales, and Subscales

This graph shows Total EQ followed by each composite scale with its subscales.



## Validity Indicators

Several sections follow that present and describe the validity scale results.

### Validity Comment:

The validity indicators are all in the acceptable range suggesting valid responses and results that are not unduly influenced by response style.

Inconsistency Index:	6
Impression:	Positive = 116 Negative = 87
Correction:	Type I = -2.88, Type II = -3.84, Type III = -4.68, Type IV = -5.64, Type V = -4.23

### Inconsistency Index

The responses to items with similar content are consistent with one another.

### Positive Impression (PI) and Negative Impression (NI) Scores

The score on the Positive Impression scale (PI) was somewhat elevated. Although the PI score indicates a tendency towards overly positive self-presentation, the tendency was small and should not have a major influence on the results and interpretation of the scores.

### Correction Factors:

The correction factors are used to fine tune EQ-i scores on the basis of validity scale scores. The adjusted (or corrected) scores take into account response style. Corrections of greater than zero mean that points have been added to the scores, and corrections less than zero mean that points have been taken off the scores. Because EQ-i scales are affected differently by response tendencies, different types of corrections are applied as follows:

Type I applies to Total Intrapersonal, Emotional Self-Awareness, Problem Solving, and Flexibility.

Type II applies to Total EQ, Total Adaptability, Reality Testing, and Stress Tolerance.

Type III applies to Social Responsibility, Happiness and Impulse Control.

Type IV applies to Total Stress Management, Total General Mood, and Self-Regard.

Type V applies to Total Interpersonal, Interpersonal Relationship, Optimism, and Self-Actualization.

There is no correction for Independence, Empathy, and Assertiveness.

### Summary of Validity Scale Results

Overall, the validity indicators described in this section suggest that the EQ-i results should be considered valid.

## Profile Summary

Overall, EQ-i results indicate well-developed Emotional Intelligence. However, there are fairly large differences in the scores for the 15 content scales indicating areas of relative strength and areas of improvement.

## Scale Raw Scores

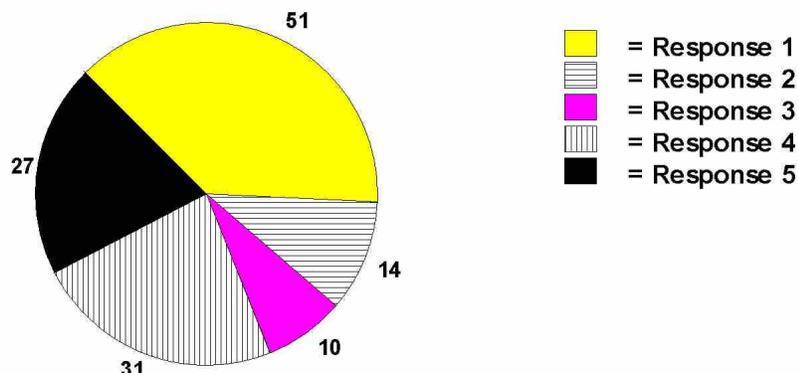
For research purposes only.

TOTAL EQ	522	STRESS MANAGEMENT	80
		ST	40
INTRAPERSONAL	176	IC	40
SR	37	ADAPTABILITY	112
ES	36	RT	46
AS	27	FL	29
IN	34	PS	37
SA	42	GENERAL MOOD	79
INTERPERSONAL	109	OP	36
EM	35	HA	43
RE	50		
IR	48		

### Item Responses

Item	Response								
1	5	28	2	55	4	82	2	109	2
2	1	29	5	56	1	83	2	110	4
3	1	30	1	57	1	84	5	111	3
4	4	31	4	58	1	85	5	112	4
5	4	32	1	59	4	86	1	113	4
6	4	33	4	60	5	87	1	114	4
7	4	34	4	61	5	88	5	115	1
8	4	35	1	62	4	89	4	116	2
9	5	36	1	63	5	90	5	117	2
10	1	37	3	64	1	91	1	118	1
11	4	38	1	65	3	92	1	119	5
12	1	39	4	66	1	93	2	120	5
13	1	40	1	67	3	94	4	121	1
14	1	41	1	68	1	95	5	122	1
15	4	42	1	69	1	96	4	123	3
16	5	43	3	70	1	97	2	124	5
17	1	44	4	71	1	98	5	125	1
18	4	45	4	72	5	99	5	126	1
19	2	46	1	73	2	100	4	127	1
20	4	47	5	74	3	101	1	128	1
21	1	48	1	75	1	102	3	129	5
22	1	49	1	76	1	103	3	130	1
23	3	50	2	77	1	104	5	131	4
24	2	51	1	78	4	105	5	132	2
25	1	52	1	79	4	106	5	133	5
26	5	53	1	80	4	107	1		
27	2	54	5	81	4	108	5		

5 = Very Often true of me or true of me, 4 = Often true of me, 3 = Sometimes true of me, 2 = Seldom true of me, 1 = Very Seldom true or not true of me, 0 = Omitted Item



Date Printed: January 10, 2003

End of Report